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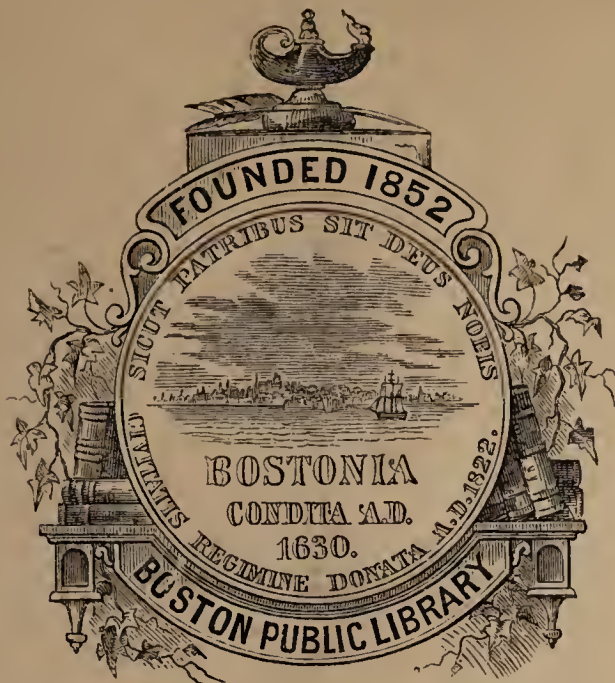
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PAMPHLETS.

*Military drill in
schools.*

Ch. Ex. March 1864

plan. On the whole, the present work well bears that test. It is not a mere collection of essays, like the annual Oxford and Cambridge volumes, but a single solid work, which cannot easily be taken apart or dissected. In estimating this quality, it is necessary to bear in mind the exigencies of editorship as well as authorship. The number of contributors in the last two volumes is largely increased from that of the first. In all, more than sixty names are given, including some among the more eminent names in English scholarship, and such American ones as Dr. Day of Lane Seminary, Dr. Hackett of Newton, Dr. Stowe of Andover, and Dr. J. P. Thompson of New York. Some names, indeed, the most eminent of all, we miss. If Professor Jowett had been intrusted with the Epistle to the Galatians, the result would have been more satisfactory. If Dr. Davidson had been called to prepare the article on the Old Testament, it would have been better digested than by the Vicar of Barrington, who has used Davidson's learning with much less skill. The Hon. Edward Twisleton, in his account of the Phœnicians, has made good use of Mr. Kenrick's researches; but it is safe to believe that Mr. Kenrick would have been more competent in that charge. But it is of small importance that the best scholars personally write, if the results of their scholarship are faithfully set forth. If the compilers are candid and skilful, and use their sources of knowledge honorably, we may not complain, even if they are to be ranked in the second class of scholars; while scholars of the second class will submit more easily to that process of revision which a due respect for "the unities" will probably exact.

On the whole, while this Dictionary is far from realizing all that such a work might be and ought to be, its unquestionable merits, in our judgment, far outweigh its defects. It is, without doubt, incomparably the best work of the kind in the English tongue, and it is likely to remain for some years yet the best in its kind, superseding all others. With all the criticism that may be made upon it, it is better than we could have expected from such a source and in our time. It is a monument of industry, care, research, and solid learning; its tone, if sometimes dogmatic, is always (so far as we have seen) reverent; some of its views are in harmony with the most liberal thought; and its follies of interpretation are comparatively few.

ART. VII. — MILITARY DRILL IN SCHOOLS.

British Parliamentary Reports on Military and Naval Drill in Schools and Hours of Study. 1. *A Letter to N. W. Senior, Esq., on Half-School-time Teaching; on Military Drill and Physical Training; and the Administration of Funds applicable to Popular Education.* By EDWIN CHADWICK, Esq., C. B.—2. *Communications collected and submitted to the Education Commission, by EDWIN CHADWICK, Esq., C. B., on Half-Time and Hours of Teaching, Military and Naval Drill, &c. Being Reports from 53 Teachers, &c., on these Subjects.*

MR. EDWIN CHADWICK, the author of the Blue Books whose titles are given above, is a well-known laborer in the cause of Sanitary Reform in England. To this, and to the Poor Laws, he has devoted great ability and industry during many years. In 1854, the Earl of Carlisle declared that “Mr. Chadwick was, in his belief, the most efficient agent in originating and completing the two measures which, beyond any others, have improved the condition of the great body of the people, the Amendment of the Poor Law and Sanitary Reform.” (Hansard, July 14, 1854.) Mr. Chadwick, like Burke, was not “swaddled and nursed and dandled into a legislator.” He has all his life been fighting a battle with the stupidity, obstinacy, and hatred to all innovation which belong to English routine. He has been obliged, in his career, to interfere with large interests, and has encountered bitter opposition; but he has triumphed over it all. His sanitary measures have had the effect of reducing the rates of mortality in various parts of England, in some instances even from thirty to thirteen in a thousand.

The present Reports of Mr. Chadwick are chiefly on two subjects, — Hours of Teaching in Schools, and the Military Drill in Schools. Under both heads he has collected and arranged evidence from very competent authorities, going to show that too many hours are usually given to book-studies in schools, and that the introduction of the Military Drill is productive of the best results on the health, the discipline, and the moral tone of schools, without diminishing the amount of book-work actually accomplished.

These results we desire to lay before our readers, as we consider them of great importance. The Secretary of the Board of Education of this State, in his Report just submitted to the Legislature, has recommended the introduction of the drill into the Common Schools of Massachusetts. His Excellency Governor Andrew is understood to be in favor of the same measure. The movement is certainly one of great importance, and whatever evidence we can obtain in regard to it deserves attention. Before introducing such a change, we ought to know what the results have been elsewhere.

Mr. Chadwick has collected the evidence of fifty-three gentlemen, consisting of the head-masters and teachers of a multitude of schools where the drill has been introduced, of inspectors of schools, civil engineers, owners of large manufacturing establishments, and eminent philanthropists. From the testimony of these witnesses the following results are attained : —

1. That a child's attention is exhausted after fifteen or twenty minutes' application, and that three hours a day devoted to study, or eighteen hours a week, is the limit of a child's power of attention.

2. That three hours a day devoted to book-study, and two hours or three hours to gymnastic exercises, industrial labor, or military drill, produces results in the acquisition of knowledge superior to those attained by a longer time given to study.

3. That the military drill in schools (for boys and girls) has been extensively introduced in England, in private, parish, and endowed schools, with the best results as regards health, moral tone, discipline, and development of manners, mind, and physical frame.

4. That the foundation for an effective militia system must be laid in a drill of boys at school ; for that only in youth can military habits and movements be acquired.

We proceed to quote from Mr. Chadwick's evidence in support of these positions, taking the first two points as one.

I. As regards the child's power of attention, and the advantage of half-time in school.

Mr. Stuckey, master of British School, Richmond, who has had the charge of several large schools, says : —

“ In my experience, two hours in the morning and one in the afternoon is about as long as a bright voluntary attention can be secured.”

Mr. Isaac Pugh, who has taught some three thousand scholars, says : —

“ With the higher classes, and with varied lessons, I have kept the attention for about two hours in the morning. From the same class you might get an hour's positive attention in the afternoon. But even that cannot be done day after day.”

Mr. Cawthorne, another teacher, says : —

“ I think I could get four hours' attention daily, by introducing a mechanical lesson, as writing, or drawing, or singing. In the morning, we find the last half-hour very wearying ; in the afternoon, the last half-hour is worse than useless.”

Mr. Donaldson, master of the Free Church College, Glasgow, says : —

“ My experience as to the length of time children can closely attend to a lesson is, — Children from 5 to 7 years of age, about 15 minutes ; from 7 to 10, about 20 minutes ; from 10 to 12, about 25 minutes ; from 12 to 16 or 18, about 30 minutes. I have repeatedly obtained a bright voluntary attention from each of these classes for about five, ten, or fifteen minutes more, but I observed it was always at the expense of the next lesson. From children under seven, I have found three hours a day the extent of profitable mental labor ; two hours before, and one hour after dinner. For children between ten and fourteen, four hours a day.”

A large number of gentlemen, teachers in factory-schools, testify that the half-time scholars (that is, those who study three hours a day in the school and work three hours in the factory) make the best scholars, as is shown by their getting the prizes, &c. Mr. Branter (p. 25) says, “ The short-timers are superior in attainments.” Mr. Turner says (p. 24), “ It is commonly believed here that the ‘ short-timers ’ learn as much as the day-scholars.” Mr. Atkins (p. 23), who has four hundred and fifty scholars, of whom two hundred and ten are “ half-timers,” says, “ The comparative book attainments of the two I find to be nearly equal.” Mr. Davenport (p. 16)

says, "In my experience, the short-time scholars are decidedly preferable to the full-time boys." Mr. Moseley, of the Stepney Union, says: "The short-time pupils are not merely as good as those who are exclusively occupied in book-instruction, but are generally better. This is shown by the fact that more teachers are obtained from them. We find a concentrated attention for a short time accomplishes most."

II. As regards the advantage of the Military Drill in schools.

The universal testimony of the teachers in whose schools the drill has been introduced is, that it contributes to the health of the children; gives them habits of obedience, method, and regularity; improves the moral tone of the school; makes the boys more respectful and more gentlemanly in their manners; and, finally, increases the positive study-power of the boys, so that they learn more from their books when they drill part of the day than when they study all the day.

In the Stepney Union, Mr. Moseley, master, the total number of children was 402, of whom 231 were males under 16, and 171 females under 16. The children in this school are engaged in close book-study only three hours a day, the rest of the time being occupied with industrial labors. The boys are taught the naval and military drill, and "after the drill," the master says, "we find the pupils come to their book lessons brighter and fresher, and give to them a more close and efficient attention." To the question, "What are the specific effects of the drill on the pupils?" Mr. Moseley replies:—

"The drill produces the best effects on the children. It makes them alert and prompt for work, and improves their whole condition. The naval drill, at the most, has been in use twenty years. Though the boys are taken from homes in the worst sanitary condition, and are, as a class, poor and under-sized, the effect of the drill is to give them the preference with ship-owners over boys who are stronger, but undrilled."

Testimony of Ed. C. Tufnell, Esq., one of Her Majesty's Inspectors of Schools, &c. (p. 163):—

"What is your experience and observation on the effect of instruction in the naval and military drill given to these short-time school pupils?"

"In the first place, as respects the school, it causes all the business

to be performed in a more orderly manner, and in a shorter time. Instead of the big boys driving over the little ones, and driving into the school over the seats in a manner which creates delay, they are told off, and marched to their places in an orderly manner. They change places promptly. In two of my largest schools the guardians exercised their power by dismissing the drill-masters; but after a year's experience the result was found to be so injurious that in each case the drill-master was re-introduced."

Extract from the testimony of Thomas P. Allen, Master of the Parochial School, Petersham, Surrey: —

"What is your opinion of the moral effects of a military drill for young children?"

"I believe that both morally and physically the advantages arising from the operation of an effective system of drill cannot be overrated; and indeed am so persuaded of its utility and the general salutary influence which it must exercise, that I have this week, through the kind assistance of Lady John Russell, introduced it here. The children, boys and girls, will in future receive two lessons a week from an experienced drill-sergeant."

Mr. Molesworth (page 23) says that

"the introduction of the military drill would be a great help to school discipline and instruction everywhere. The contrast between Hyperion and a satyr is scarcely more striking than that which exists between the loutish bearing of the Lancashire lad, and the firm, erect, respectful, and self-respecting carriage of the same person after he has been disciplined and polished by the drill. I am satisfied, too, that the advantage would not be confined to the exterior. In virtue of that mysterious connection which exists between the body and the mind, the erect person would, to some extent, produce intellectual rectitude and moral uprightness."

W. J. Imeson, London District School (page 40): —

"Do you approve of the drill as an aid to mental instruction?"

"*Answer.* Yes, as aid to all kinds of instruction; to the industrial occupation in trades, as well as ordinary instruction in school."

Mr. Simpson, Head-Master of the Swinton Schools, having about three hundred and fifty boys under his care, says: —

"In these schools the military drill is practised daily, with the best effect on the general order and discipline of the establishment. The military drill, however, is equally important as a gymnastic exercise;

calculated to develop the muscular system, quicken the circulation, and arouse the physical energies of children. I have no doubt that the drill mitigates, and perhaps arrests, the progress of diseases of which traces are found in the children who come to us."

Rev. Isaac Holmes, Chaplain and Teacher of the Liverpool Industrial Schools, says:—

"I can certainly recommend the drill, for the management of children while in school, and its effects in after life. We find that it tends to sharpen the intellect, to produce habits of order and obedience, as well as to improve the physical condition of the children."

Mr. McLeod, Master of the Model School, Chelsea, says:—

"Regarding solely school tuition, I consider the drill a valuable auxiliary, by giving better order and discipline; and when you have order and discipline, you can do far more in tuition in a limited time."

Mr. William Fairbairn, who employs a thousand laborers, considers it a great advantage for a mechanic to have learned the drill. He says:—

"In my view, a greater benefit could not be conferred on the population of the country than to provide for them a drill, interspersing with their school instruction systematic gymnastics."

Mr. George Sykes, machinist and engineer, says that men who have been soldiers are the most steady men, keeping everything tidy and orderly, and are worth more money in the shop than others.

"I would give them 2s. or 3s. more a week than to others. I am satisfied that habits begot by the drill improve workmen to at least that extent."

Mr. Sandell, one of the Governors of the Foundation School at St. Olave's gives the same testimony.

Testimony of Joseph Whitworth, F. R. S., a gentleman having in his employment four or five hundred laborers:—

"Have you had experience of any inconvenience which the application of a naval or military drill, in the education of children, would serve to prevent in large establishments?"

"Yes; in large establishments like ours, it is frequently necessary for men to act in concert. We find great loss of power by men not acting in concert. Serious accidents frequently happen from this cause, as well as much disorder.

“What do you consider would be the value given to a youth by a previous naval or military drill, or both, in his school education?”

“I would consider a youth of double the value, who had a previous training in a drill which gave him habits of order and cleanliness. I do not mean his own personal cleanliness, but keeping everything he has to do with in a high state of cleanliness. A youth who has had a training of the nature of a drill has a pleasure in attending to commands, whilst another, not so trained, is dull and dilatory and inefficient. The drill, besides correcting defects, brings out special bodily qualifications. Thus one youth, who is remarkably strong in the upper extremities, will be found to be specially adapted to one sort of work, whilst another, who is more powerful in the lower extremities, will be the best fitted for another. But the drill would be of great use, as giving qualifications for all occupations.

“Have you had any experience of the effects of naval and military discipline in improving the qualifications of workmen?”

“We always prefer a man who has been a sailor to take charge of the men employed in rendering assistance to others in lifting and removing objects from place to place; he is more apt in the use of blocks and tackle, and better drills the men to act in concert.”

Testimony of Robert Rawlinson, Esq., Civil Engineer, one of the Sanitary Commission of the army in the Crimea (pp. 129, 130) : —

“Would special naval and military drilling and gymnastic training at school give useful aptitudes for labor generally?”

“In my opinion, based on experience and observation, I think school drilling and training would prove of the utmost consequence to the boys in after life. I may give a few instances. In all engineering and building trades men are frequently required to use their strength in concert, lifting, carrying, and drawing; men, to use their joint strength not only effectively but safely, must have confidence in each other. Two trained men will lift and carry more, easily and safely, than four untrained men. I have frequently seen trained men weed out unskilled men where heavy lifting has been required, because they dare not risk the danger arising from unskilled strength, and few have performed with more safety work which would have been lighter and easier if all had been equally skilled. Men frequently reject the assistance of unskilled men, as there is absolutely danger in having them near. Frequent accidents arise from using men unskilled in lifting, in hoisting, and at capstan work. Men who have been sailors make by far the best laborers, and coasting sailors the best of all. In Liverpool, Welsh

sailors are preferred for all purposes of scaffolding ; that is, for making tall scaffolding for buildings. Men who have been marines are next best, and then men who have been soldiers. Boys should not only learn to march, but to lift, carry, and pull in concert. There are many necessary feats of strength in all trades, which are more matters of knack and tact than of brute strength. Brute strength frequently fails to do that which comparative weakness can accomplish easily with skill and confident concert. There is no regular system of training in concert to use human strength in the best manner in any trade, so far as I know ; acting in concert is matter of necessity, and practice gives facility and confidence. Drill and training would probably double the effective human power of any establishment, especially if numbers are instructed in joint feats of strength. That which is taught to youth is never forgotten in after life."

III. As regards Drill in School as laying the foundation of an effective militia.

With peace-men, who are non-resistants, it will be no argument in favor of drill in schools, that it tends to lay the basis of an effective militia. But peace-men who believe in self-defence may well be satisfied that, the more effective the defence is made, the more likely we shall be to escape the dangers and miseries of war. Of two things, one : either let us disarm, and announce to the world that we shall never fight at all, or else let us have a military force in a well-trained and organized militia, which shall be powerful for defence, but feeble for attack. A general system of drill in the schools will effect this. Boys can learn it, as grown men cannot ; and what is learned in youth is remembered. Boys also have time ; their day has less of a money value than that of men ; accordingly, it is more practicable to teach them.

On these points the testimony of these papers is very complete. Evidence is given, taken from many officers and drill-sergeants in the service, showing that boys who have learned the drill in schools need scarcely any further instruction on entering the army.

Whether the drill will be generally introduced into our schools, we cannot say. The city of Boston is leading the way. A very efficient teacher is giving instructions to the boys in the Latin and High Schools, and in some of the Grammar Schools. The large towns must set the example. The

State must encourage the towns, by offering to supply the arms, and perhaps by assisting to meet the expense from the School Fund. On the whole, the experience of England seems to show that the introduction of the drill in schools will conduce to the physical, mental, and moral advantage of the State.

ART. VIII.—CHARLES THE BOLD.

History of Charles the Bold, Duke of Burgundy. By JOHN FOSTER KIRK. Philadelphia: J. B. Lippincott & Co. Vols. I. and II.

CHARLES THE BOLD, or Charles the Rash, as people may choose to translate *Charles le Téméraire*, Duke and Count of Burgundy, the son of Philip the Good and Isabella of Portugal, was born at Dijon in 1433. He was first known as the Count of Charolais, and distinguished himself in the battles of Rupelmonde, of Moerbeke, and of Monthery. In the last he was acting as one of the chiefs of the League, which took the name of "The Public Good," against Louis XII. In 1467 he cruelly chastised the burghers of Liége, whom he had brought to submission; in 1468 he married Margaret of York, the sister of Edward IV., King of England. At the same time he had a new quarrel with Louis, who visited him at Péronne, and was forced to make a shameful treaty with him there, and to follow the Duke in his attack on the men of Liége, who were conquered again, and their town taken and sacked. At the end of the same year hostilities between Charles and Louis broke out again, and in 1471, after two years, Charles was forced to make a truce; but in 1472 he went to war again. He took Nesle and burned it, and massacred all its inhabitants; in 1474 he united with Edward of England against France, and they besieged the German town of Neuss unsuccessfully for ten months; in 1476 he marched against the Swiss, and was defeated by them at Granson, then at Morat; he besieged Nanci, which had fallen into the power of

René, Duke of Lorraine, and was defeated and killed before this town in 1477. This prince was the last Duke of Burgundy.

In very much such words is the life of Charles the Bold told in the *Biographie Universelle Portative*, but that we have translated the words from the French language. That epitome of fame compresses the lives of twenty-eight thousand four hundred persons, now dead, into a book about the size of a brick, and not quite so heavy. This is five thousand more famous people, we are told, than have been compressed into any other collection, even the extensive *Biographie Universelle*, which, with its Supplements, takes up an alcove in a library. Of course there are many more than twenty-eight thousand famous people now living, but death and time make such short work with the fame of those who are not alive, that their census is comprised within these limits. A person as distinguished as Charles the Bold gets twenty-six lines awarded to him of the small print of this fame-gauge. If a person is only half as famous as he, he has but thirteen lines; if only one twenty-sixth part as famous, only one line, — a fair allowance being made for length of life by the introduction of a second factor which represents the years between *b.* (born) and *d.* (died). After this allowance has been made, a person not famous enough to occupy one line in his biography is not admitted into this temple of fame at all. “He lived, he died,” may be the sum of history to Mr. John Taylor,* but not to the janitors of these doorways.

We suppose that the main facts, given in this somewhat unpicturesque sketch of the last Duke of Burgundy, make up the skeleton notion of his life which most English readers have, — which they have dressed with such nerves, muscles, skin, general coloring, and costume as they have got from Sir Walter Scott’s admirable studies in “*Quentin Durward*” and “*Anne of Geierstein*.” † It is in that way, after all, that most

* “TAYLOR, J. Théologien, de la secte des *dissenters*; n. Comté de Lancaster, m. 1761.” He is a two-line man, one thirteenth as famous as Charles, if their ages had been the same.

† As in our duty of reviewers bound, we have of course read Mr. James’s “*Mary of Burgundy*”; but we blush as we write the fact, that we cannot remember whether its studies of Charles are or are not faithless, — nor, indeed, whether it studies him at all.

history or biography gets itself written. The reader will see, as we go on, whether this is a sufficient study of a very worthless man, who achieved a good deal less than nothing in the midst of a very critical and central time.

The time was critical and central, because the feudal system of Europe was passing away, and the national and monarchical system coming in, — because the religious life of Christendom was hurrying to the great Protest, — because the invention of printing had begun, and the results of that invention were just beginning to appear, — because Columbus was born,* and the world therefore was just on the eve of the new adjustment of that disarranged balance, which would not right itself until the counterpoise of a new continent was found. At this period there had already been born in the purple Charles the Bold and Louis the Eleventh. The astrologers who looked upon their cradles might have been pardoned had they assigned to the baby duke successes such as the baby king could not share. The child of the good Duke Philip, who held, in an easy hand, all the wealth and chivalry of the great province of Burgundy, seemed to have better claim on fate than the child of the crazy Charles, whose greatest bequest to the world has been the pack of cards, and whose crown was threatened by the ambition of each and all of such princely vassals as was this Duke of Burgundy. Such is the period to which Mr. Kirk is giving his researches, following especially the fortunes of these princes. Of the results of these researches, we have the first two volumes here.

Both the princes we have named, Louis and Charles, began active life by quarrelling with their respective fathers. Charles, however, had made up his first difficulty, which was one of a series by which he broke up the monotony of life as long as his father lived, in time to welcome Louis as his guest, when he, in his turn, fled from the court of his father. Louis was, therefore, the guest of the Burgundian court when he was called to the French crown. The close personal relation thus formed between the princes gives a good deal of curious coloring to the transactions which afterwards engaged them both.

* The date of Columbus's birth is uncertain. He was probably a few years younger than Charles the Bold.

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